

CTC Meeting Minutes - July 12-13, 2007
Ontario: CTA Offices

The panel began the meeting by reviewing the initial credential requirements that had been drafted at the last meeting. Clarifications were made with regard to the "units" of work experience. The panel agreed to count holding another teaching credential for one unit of the three required units.

The panel agreed that, in the spirit of streamlining the credential requirements, especially for initial credentials, CPR should be included in early orientation (the first few months of teaching) along with basic health and safety responsibilities of teachers. Panel members believe that most ESD require it for employment anyway. Advanced health and safety preparation should be included in clear credentialed requirements. Panel deferred further discussion of clear credential requirements until the program of preparation is defined by the standards.

On the subject of industry certifications, the panel thought that local authorities should decide what certifications might count for a whole unit (1000 hours). Some certifications can be earned in a few hours, while others may take many months. A few panel members suggested that "seat time" to prepare for a certification should count double for work experience since "study time" is usually more than twice seat time in formal education/training. The panel suggested the following transfer of formal education (whether it resulted in a certification or not) to work experience units:

Count CTE formal education/training hours up to 2 units
500 hours of CTE directly related post secondary education/training = 1 unit

Concerns were raised for preserving the importance of applied practical skills in an occupational context (soft skills). "Career" in career technical education means a career focus in the courses. The panel discussed that work experience hours acquired in alternative ways, such as telecommuting, will need to be documented. The panel also discussed how new and emerging delivery models of education could be encouraged in the standards to promote the development of new programs (e.g., distance learning, online courses)

This led to the topic of the role of technology in education, with clarification of education technology as opposed to technology education. These programs will need to focus on both how programs will prepare teachers to use technology as a pedagogical tool and how CTE teachers should teach technology as the content of the class, (e.g., using technology to measure land for surveying by GPS, using a laser tool to level construction). The standards should indicate the need for teachers to have adequate education technology skills to use computers, media, and other communications technologies as tools to teach as well as knowledge of the current industry-specific technologies.

The panel briefly discussed Foundations of CTE as an important aspect of the preparation program. One panel member suggested that it should be waived by the program if the teacher has taken a course that covers similar content such as history of the Industrial Revolution.

The panel discussed how long an initial credential should be valid. Consensus was that five years is too long; it sends a message that preparation is not important and sets teachers up for failure. Two or three makes more sense (one year with a one year extension or two years with one year extension?). The panel agreed that this topic should be revisited after the program is defined in standards since the breadth and depth of preparation must be a consideration of the length of the initial credential validity.

The panel then broke into four groups to work on different sections of the standards based upon their expertise. One group compared the Common Standards to the DSVE standards to determine duplication since all programs will have to respond to the Common Standards. Another group compared the DSVE standards to the standards for multiple and single subject teachers (2042) to help define the scope of pedagogy for CTE programs. A third group compared the program content standards of DSVE (Category III) with the Teaching Performance Expectations (TPE) to develop the scope of the program content and the candidate outcomes. A fourth group worked on the English Learner standard. Each group submitted a new draft of the standards that they worked on for the panel to consider. The panel offered suggestions for improvements to each group's draft.

The panel acknowledged that some standards would be replaced by the Common Standards and some new standards would need to be drafted to make the new CTE standards more consistent with current best practices and standards for teaching. The panel will continue to align the new draft standards with other important standards, such as California CTE 7-12 standards and National Board CTE Standards at the next meeting.